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ABSTRACT

This report provides an overview of library and information services for older adults today. New programs are described which have been developed to serve older adults and to respond to their needs. The training of librarians to provide such services is also discussed. The first section of this report focuses on access and includes discussions on the public library's response to the psychological and social needs of older adults, materials and facilities, and interagency cooperation and coordinated service delivery. Issues such as role loss, agism, segregation, ethnic needs, special services to the impaired, and alternative delivery systems are addressed. The next section on education concerns older adult learning, lifelong learning, and information education for service providers as well as a description of a public library model project which concentrates on information provision and education to increase information literacy. The third section discusses information, including information on demand, career and employment information, information and referral services, and information through programming. The final section on management and training to provide public library services for the aging addresses administrative issues in service provision and education for library and information professionals; the future of the public library system is also considered. (NRB)

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PUBLIC LIBRARY SERVICES FOR AGING IN THE EIGHTIES

A 1981 White House Conference on the Aging

Background Paper

by

Betty J. Turock
Rutgers University Graduate School of
Library and Information Studies
New Brunswick, New Jersey
September 1981

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CONTENTS

Page

INTRODUCTION 1

ACCESS 6

- Psychological and Social Needs of Older Adults: Public Library Response
- Materials and Facilities
- Interagency Cooperation and Coordinated Service Delivery
- Summary and Conclusions

EDUCATION 28

- Older Adult Learning
- Lifelong Learning and the People's University
- Information Education for Service Providers
- Summary and Conclusions

INFORMATION 47

- Information on Demand
- Career and Job Information
- Information and Referral
- Information Through Programming
- Summary and Conclusions

MANAGEMENT AND TRAINING TO PROVIDE PUBLIC LIBRARY SERVICE FOR AGING 65

- Administrative Issues in Service Provision
- Education for Library and Information Professionals
- Summary and Conclusions

FOR THE FUTURE 86

REFERENCES 91

INTRODUCTION

Although public libraries have developed services for elders over a forty year period, it is only within the last decade that those services have been propelled to a place where they may receive the attention they warrant. At the close of the first White House Conference on Library and Information Services (WHCLIS) in 1979, older adults were named a priority. Conferees from all over the country brought resolutions to WHCLIS calling upon libraries to target new programs addressing the concerns of elders (67).

Such an emphasis comes when profound changes in the structure of the American economy are also affecting public libraries. We have entered what Daniel Bell calls the post-industrial society, where knowledge is the central capital, the crucial resource (6). The shift from an industrial to a knowledge society means that the economy rests largely on service as opposed to goods producing industries, which slows the rate of economic growth. The knowledge society and its high-powered computer technology bring a proliferation of information and learning sources, data bases, technical reports and an increased need for greater and improved information handling.

Public libraries are one of the agencies meeting that need. Funded from the diminished economic surplus, they are feeling the fiscal pinch as never before, although they have historically suffered from a continuing imbalance between an extensive range of services and funding that has been minimal. Traditionally the place for on-demand public information and education, greater use of public library services does not automatically generate

additional revenue for them. In fact, continued lack of funds coupled with growing use can force service strategies that limit demand. Increasingly knowledge and information services are sold by brokers to those organizations and individuals able to pay the price, a dismal portend for the aging already constrained by inflation and the cost of living in an era of diminishing national resources.

The New Breed

As society, its demographics, economy and technology have been changing, so have older adults. Older persons today, in contrast to older persons earlier in the century, are better educated, less emotionally dependent on their children, more mobile and better able to cope with the changing world. Sociologist Max Kaplan sees "a virtual revolution as we begin at long last to concentrate on the assets of older adults rather than their needs or economic deficiencies" (31).

More and more the elderly are recognized as an important and valuable resource in an era of dwindling resources. However, not all elders are part of the new breed. Among the immigrants, the uneducated, the poor, the minorities, and, in large numbers, the women (about whom another paper on library and information services has been prepared for this 1981 Conference), a barrage of economic problems fueled by discrimination have created special needs which must be overcome if their potential is to be utilized by society.

The Public Library: Knowledge System for Aging

How does the public library fit into society's changes and changes in elders? The U.S. News & World Report recently noted, "Once largely lenders of books America's 14,000 public libraries

are becoming supermarkets of knowledge and information: By the millions, people visit them to use a wide variety of services" (63). Older adults, unlabelled and unannounced, are unquestionably part of the great mass of adults who are pursuing information and learning opportunities in public libraries. With few exceptions, the basic orientation of public library service for older adults is to integrate such service into that provided for the general public rather than setting up separate, segregated service programs.

In a paper prepared for the White House Conference on Library and Information Services by the National Citizens Emergency Committee to Save Our Public Libraries, public libraries are proposed as one of the logical agencies to try to deal with the paradoxes of the elderly in the eighties. They have decentralized networks of branches to serve local communities; librarians professionally trained in the skills of selecting, organizing and interpreting the resources of information and knowledge and the experience and ability to serve the special needs of individuals.

They provide information and referral services.

They sponsor literacy tutoring programs.

They adapt to particular demands in order to place their services at the disposal of people who need stored information and knowledge (54).

The public library is a neighborhood institution. It has always been in the neighborhood and it is familiar to everyone. Even if elders have never used it, their children and grandchildren very probably have. Since it is surrounded by everything that is familiar, elders won't be so reluctant to enter the library as they may be in going to some building in the business district or some unfamiliar neighborhood, or worse, being visited

by an agent of some such institution (4).

In preparation for the 1971 White House Conference on Aging an extensive study of library services, supported by the Higher Education Act, Title III, was conducted under the joint auspices of the U.S. Office of Education and the Cleveland Public Library. It excluded routine services offered the elderly without regard to age. Published in two parts, the National Survey of Library Services to the Aging concluded that:

> Library services to the aging have not developed at a pace consistent with the increase in the number of 65+ persons in the nation and commensurate with the increase in national interest in the needs and problems of the aging.
>
> About 2/3 of the state library agencies and public library systems gave the aging a low priority for program development, compared to other groups in the population.
>
> Funds for services to the aging, as defined by this study, constitute less than 1% of the budgets of state and public libraries.
>
> Less than 1% of federal funds available for the support of public libraries was allocated to services to the aging.
>
> Considerably less than 1% of available staff time of both state and public libraries was devoted to providing library services to the aging.
>
> Few libraries at state and federal institutions provide comprehensive service to aging residents (44).

But that study was completed a decade ago: Where are we as we begin the White House Conference on Aging, 1981? This paper will provide an overview of library and information services for older adults today. As we shall see, new programs have developed to serve older adults which are responsive to their needs and a new emphasis on training librarians to provide that service has grown up. The remainder of this paper will be devoted to illuminating the character of the service and providing the framework to design new directions for library service for the aging in the emerging decade.

It is hoped that the 1981 White House Conference on Aging, as the 1961 and 1971 Conferences did before it, will join the first White House Conference on Library and Information Services in acting as a catalyst to generate recognition of the importance of library service to older adults, so that libraries can work together with the aging to provide the services they need in the coming decade.

When asked whether a library was convenient to them, sixty-three percent of those age sixty-five and over, sampled by the 1974 Louis Harris survey of the aging in the United States, answered yes (39). But, reminds Barbara Webb, head of the Baltimore County Public Library's program for the aging: "Convenience is more than a matter of physical location. It is a factor of total accessibility--of economic and physical mobility and of education" (33). I would add two more factors: Accessibility is strongly influenced by an understanding of the power of learning and information in self-determination and by perceptions on the part of the older adult of the openness and acceptance--psychological convenience, as it were--of the agencies which provide them.

Psychological and Social Needs of Older Adults: The Public Library's Response

Increased emphasis has been placed on providing library and information services based on concepts gleaned from research and practice in social gerontology. Although the struggle for physical survival has had the major share of national attention, psychological survival has surfaced as equally crucial. Librarians are increasingly aware of the negative psychological aspects facing the elderly in today's society. Robinson in a recent issue of Drexel Library Quarterly devoted to "Library and Information Services for Older Adults" cites as paramount among the negative responses failure to provide meaningful social roles, isolation from the general population and the propagation of stereotypes (33).

Role Loss

Society needs older adults to occupy vital roles more than ever before. However, when values and structures emphasize youth and associate status with work, the aging fare badly. Although changing, retirement at 65 is still required for many. Zena Blau explains that "retirement is a social pattern that implies an invidious judgment about old people's lack of fitness to perform a culturally significant role" (7). Losses in status and social identity inevitably follow. In helping to combat this psychological segregation resulting from role loss, the sense of uselessness and feeling of being cut out of the rest of society, public libraries have emphasized purposeful activities, not exclusively recreational ones. In a number of cases they have put the special skills of elders to work. Several Massachusetts libraries have instituted an information exchange for part-time employment of older adults in their communities. The Over 60 Service, a program to shut-ins at the Milwaukee Public Library, involves older persons serving as community aides to identify and serve the homebound population. The aides canvass neighborhoods to locate and interview prospective clients. It has been reported that the aides, partly because of their closeness in age to the people they are contacting, have been able to relate to many shut-ins who were previously unreceptive to library service (54).

As part of Project LIBRA, the Monroe County Library System (MCLS) in Rochester, New York, provides live entertainment to senior citizens--magicians, pianists, a woman who displays and talks about her extensive doll collection, all of them over 60. Demands for the performers are so great that the library maintains

information on them in the Visiting Artists Program file so that other agencies may draw on their services on a fee or volunteer basis. Katherine Adams, outreach consultant at MCLS, also helps elders learn the skills of advocacy on their own behalf. The senior advocates have presented their views to local, state and federal officials on issues concerning Social Security and other legislation. MCLS also publishes directories of services, nursing homes and housing for seniors and sponsors Sunburst, a newsletter written by seniors themselves (37).

Merriam, in an article on the concept and function of reminiscence, concludes that such recall might contribute to successful aging by supporting the concepts of self and individual identity even in times of role loss and other stress (43). Several programs have focused on the recollections of older persons. In Vermont, for example, a history project drew together senior citizens and teenagers as they worked to locate primary source materials in homes of community residents--letters, diaries, newspapers, photos, maps--to evaluate, photograph and preserve. In seeking out elderly residents for taping interviews about an earlier era, students came to appreciate their contributions to the community and to the nation. That points up another important feature in gathering oral history tapes and memorabilia collections--the unifying effect such an activity has on persons separated by many generations.

Agism

The stereotypical labelling of older adults and tendency to deny their individuality is recognized as damaging throughout gerontological literature. Self-fulfilling prophecy is one of

the unfortunate consequences of stereotypical treatment, i.e., the victim succumbs to the expectation. Butler reflects on agism as a prejudice against older persons resulting in not wanting elders' presence since it is a reminder of growing old (9).

Stereotyping involves suppositions regarding the capabilities of older adults which are too often reflected in public libraries' penchant for basing services on assumed tastes. Film programs may suffer in this regard. Semkow warns that stereotypical selections of films can only contribute further to "ghettoization" of the aging. Silent comedies are not bad, she says, only over-utilized. The assumption that travelogs are preferred is only true in the sense that it is what older adults have become conditioned to expect. She argues that we should:

> . . . honor them by assuming that old age doesn't mean the end of the desire for strong emotions and challenging issues. . . . Many people . . . assume that older men and women don't want to be reminded of those grim subjects, old age, death, poverty, and so on. And of course they think programs that are sensual or erotic are always OUT. Not true, not true! (52).

Another frequent assumption is that older adults are fearful of electronic media. Muriel Javelin reports using videotape equipment in visits to nursing homes where wheelchair senior citizens handle the cameras and immediate replay adds excitement to their library sponsored programs (38). Continuing education for older adults, discussed later in this paper, is an important area where stereotypes sap the abilities of seniors. Pioneering programs at the Boston Public Library--Never Too Late--and the Cleveland Public Library--Live Long and Like It Club--have continuing education at their roots. Meetings include lectures, films, book talks, and discussion groups on current affairs. Feedback from

both libraries indicates education is a genuine boost for the aging (38).

Programs that create an awareness of aging as a continuity in the life span, not a rupture, lessen the fear of aging and thus agism itself. Among the numerous services for aging offered by the Chicago Public Library under the direction of Jim Pletz is a seminar for branch librarians to help them understand the aging process (65). In view of Kenneth Ferstl's research, library staff is a good place to begin an attack on ending agism. Ferstl's dissertation studied the attitudes of public librarians toward the aging. Results showed that, while librarians exhibited a positive attitude toward the principles stated in The Library's Responsibility to the Aging, there was not a significant difference between the attitude of the public librarian and the common stereotypes held by the American public toward the aging. These findings upheld similar studies on the attitudes among other professions serving elders (21).

Segregation

Psychological and physical segregation are not mutually exclusive but tend to aggravate and perpetuate each other. Physically separating older adults from the general population can create feelings of rejection similar to those brought on by role loss and the feeling of collective treatment that is perpetuated by stereotypes. Interestingly, marketing research showed that products labeled and directed specifically at the older person have not fared as well as those directed to the general population but which cite advantages of obvious benefit to the aging (33).

The integration of older adults with different age groups will also facilitate breaking down stereotypes. The Newton, Massachusetts, Public Library, for example, uses older adults as expert resources for children's interest groups, mothers' discussion seminars, and adult literature groups, and finds the interaction stimulating (54). In a review of innovative programs funded by LSCA, Winnick cites a Texas library where the seniors created new puppets for the children to use in puppet shows. In gratitude, they were invited as the children's guests of honor to the first performance of the lively puppets--a proud occasion for all (69).

Ethnic Needs

In American society, few advantages are realized in being old. However, among the elderly, a member of an ethnic group, whether black, Hispanic, Asian-American, American Indian or first generation immigrant, rarely emerges superior in terms of income, occupation, housing or prior education. "Self determination is the key to successful library service to any minority group," wrote Janet Naumer in Library and Information Services for Special Groups (54).

Among minority groups little research data is available on blacks. We do know that 7.8% of the aging are black, while blacks represent 11.2% of the total population; their life expectancy is 64.6 years as compared to 70.5 for the total population (28). Although blacks have been referred to as experiencing double jeopardy, studies reveal their self-image and patterns of helping relationships show real strength. In research by Faulkner, undertaken with a National Institute of Mental Health grant, it was found

that elderly blacks have a cultural ethos of service to others which is highly valued. Their Enjoyment of Life Index--feeling less abandoned, lonely, alienated--is correlated with their ability to give help as well as to receive it (20).

Elderly Hispanic Americans, the second largest minority group in the United States, also experience poorer health. Many are never employed in work covered by Social Security insurance or retirement programs, so income in later years is low. Emanating from different nationalities, having different cultures and dialects, clustering in different geographic locations have provided barriers to serving Hispanics well. Language remains the biggest barrier to service; they retain close ties to their homeland and maintain much of their original culture. In a research study in 1974 to determine ways to communicate with elderly Spanish-speaking Americans, Carp found that while they distrust telephone use and have few reading skills, they can be reached by radio and television. However, family (especially elder daughters), friends, neighbors and the church still rank as better contact points for communication (11).

Asian-American elderly are handicapped by the myth that they have no problems, since their families take care of them. But the facts belie the myths. Suicide rates are three times the national average and 34% of the elder Asian-Americans have never had a medical or dental examination. The elderly American Indians fare as poorly; many have serious mental and physical hazards, including alcoholism. Their life expectancy is seven years less than the national norm (66).

For Euro-American ethnic elderly minorities a strong tendency

exists to rely on families, friends and sectarian, as opposed to public agencies. A cleavage exists between the foreign born and information systems, not only as a result of language barriers but also because of cultural differences. Successful programs that reach these aging persons work within their traditions and beliefs. Again children are the best link to aging parents, and using the grass roots model involving elderly ethnics in planning and operating programs improves chances of success.

In a study of the disadvantaged prepared for the Denver Conference on the needs of occupational ethnic and other groups in the United States sponsored by the National Commission on Library and Information Science (NCLIS), Donald Black found that among disadvantaged groups there was agreement that library and information services need more: (1) ethnic materials, (2) foreign language materials, and (3) large print books. To make services more successful, more publicity, community involvement and higher funding levels were seen as crucial. The greatest difference between users and non-users of libraries was in their use of books; there was little difference in their use of nonprint materials. All of the disadvantaged, defined for this study as black, white, Hispanic, Asian-American, American-Indian, mentally and physically impaired, indicated a need for job information, health information, hobbies and ethnic materials (32).

Since the '60's public libraries have made major efforts to reach ethnic minorities. Although not targeted for elderly members of minority groups alone, older adults are often participants in these special programs. Older Americans from all ethnic

backgrounds are served with special bilingual programs and services that recognize their diverse needs. Outreach programs bring information, education, survival skills, cultural pride and communication capabilities within the reach of bilingual citizens. A few examples will indicate their thrust. In one program in Texas, for example, outreach service includes a Spanish-English large print card with the phone numbers of important community service organizations (police, fire, Social Security office, ambulance), distributed for free by the library that produced it (68). Another bilingual project, the Asian Community Library, located in California, serves all of its multi-ethnic population, but the bilingual books, magazines, films have special significance for the aged clients who strongly desire to maintain ties with their homelands and cultures.

Life coping pamphlets, written in a style and vocabulary aimed at low ability readers, are placed in all 47 branches of the Free Library of Philadelphia. The pamphlets deal with how to recognize symptoms of illness and how to make use of health and housing services. Small Mexican communities are typical stops along the route of La Biblioteca Ambulante in Fresno, California. Mary Reynolds, who directed the service, commented that the project's first step was to de-Anglicize. It did so in three ways: by simplifying registration and circulation procedures; by building an experimental Spanish collection; and by employing local bilingual staff (54). Finally, the Gates (NY) Library reported a 10% increase in circulation when Italian language materials were installed to serve their heavily foreign born population.

Priority on Literacy

Eradicating illiteracy is a top priority of the American Library Association's Office of Library Service to the Disadvantaged, under the Directorship of Jean Coleman. The Literacy Volunteers of America, using the one-teach-one method, have an ever increasing number of affiliates among public library systems. In fact, the role of libraries in the national war on literacy was the focus of a three day conference in the spring of 1979 sponsored by the White House Conference on Library and Information Services, the National Endowment for the Humanities, the National Institute of Education and the U.S. Office of Education. Libraries were seen as the focal point for community action, coordinating and publicizing information resources for those who need help and mobilizing all available volunteer help. A larger role for seniors is in the making, joining library volunteers in libraries across the country.

Already literacy programs draw on older persons to train volunteers at the Brooklyn Public Library, one of the most comprehensive programs of library and information services for older adults in the United States. Although suffering funding cutbacks Services for the Aging (SAGE) Program still provides more than a third of the volunteer tutors for the literacy program from its constituents over sixty years of age. The program employs senior assistants to develop educational programs utilizing films, lectures on consumerism, legislation, housing and other areas of interest to older adults (35).

Materials and Faclities

Even when the psychological and social needs of older adults have the priority they deserve, the public library must have a selection of materials whose content and format are both interesting to and useful with older adults. Access, in this sense, pertains to the formats and delivery systems available to meet the needs of older adults.

Roger DeCrow, in his national survey research on learning for older Americans, concluded that:

> Libraries across the nation are everyday serving large numbers of older adults with traditional, familiar activities--the circulation of books from organized collections and various information and reference services. . . . [The Collections] are overwhelmingly the most important way in which libraries serve the older population (13).

Collections: Content and Format

Reading is a significant leisure pastime of older adults. Thirty-six percent of the older adults responding to the survey completed by Louis Harris and Associates said they spent "a lot of time reading." Reading was the third most popular activity after "socializing with friends" and "gardening," and equal to "watching television" (39). Ronald E. Wolf surveyed two hundred and forty-nine persons aged 66 to 98 living in eleven retirement homes in Kent County, Michigan, to determine what purposes reading fulfilled in their lives. According to the respondents, reading provides entertainment, a chance to socialize and share experiences, and a source of inner strength. The ability to read serves as a coping mechanism for the problems of aging, helps individuals adapt to change, and enables the older adult to continue communicating with life (70).

Librarians have at times stereotyped the reading taste of their older clients. Some have avoided exposing older adults to emotionally stimulating literature on the assumption that they do not prefer it and it is not good for them. Such a decision is based upon a collective rather than an individual consideration for the aging. At the same time librarians have designed reading programs to promote active involvement in collection building. In the Rhode Island Project, older readers were enlisted to compile a statewide annotated list of books that would appeal to many of their peers for use as a purchase guide by Rhode Island libraries. Participating volunteers were sent several books for which they wrote short evaluations. Those books receiving favorable reviews were compiled into buying lists. There was excellent feedback from the older adult reviewers on the experience (18).

The tendency to think of elders as a group may provide the reason why surveys attempting to enumerate their reading preferences are inconsistent and, at times, contradictory. This was the conclusion reached in a study on the reading needs of the aging (55). Since the reading interests of older adults are as varied in both subject and treatment as those of the general adult population, variety is the guideline for a useful collection. Most individuals, as they age, maintain the interests they had in their younger days and develop new ones. Best sellers and currently popular titles, regardless of subject, have a place in collections that serve older adults.

But libraries stock more than hardback books. Materials in all formats are available to older adults and their service providers: Large print books, paperbacks, magazines, records (spoken word and music), cassettes, tapes, heavily illustrated

books, talking books (records or cassettes), films, filmstrips, slides, videotapes and art prints. One of the most innovative approaches to materials for older persons was developed by librarians. First available in Wisconsin public libraries in the late seventies, they are multi-media, multi-sensory kits built around a particular theme or experience shared by all older citizens because of their shared presence in specific periods of time. Through a variety of objects, song books, slides, recordings and pictures, the elderly take a nostalgic trip to their past. Used with groups the kits help elders share past events and create relationships (24). Multi-media materials have also been developed for education on aging itself. The University of Denver's VINTAGE, for example, is a series of videotapes and slide tapes, produced by libraries, used to sensitize those persons working with the aged to the process of aging. A prepackaged multi-media program is offered by the Harrison (NY) Library on Aging Without Fear as well (33). In the main, however, more than for individual use by elders themselves, audio-visual materials and programs are used in group programming and are commonly borrowed by those who serve the elderly.

Interest is developing in the creative use of literature in aging through bibliotherapy as well. Discussion groups have grown up around the topic in the American Library Association (ALA) and Rhea Rubin received an ALA award in 1980 for her book detailing the librarians' role in the process. Bibliotherapy is currently provided, to a limited extent, in clinical settings for those with mental and emotional problems, as well as in developmental settings to provide insights into the self and an increased

sense of reality. Librarians work as part of mental health teams in the former. In the latter, they conduct book discussions as an extension of readers' advisory services. The Santa Clara County Public Library, with a Library Services and Construction Act (LSCA) grant, has provided bibliotherapy services to the elderly in convalescent hospitals. The County Mental Health Department coordinates the project (37).

Special Services to the Impaired

Some public library services focus on the impaired elderly. Baltimore's Enoch Pratt Free Library has set up at its Central Library a specially equipped Center for the Visually and Hearing Impaired. The Center has a Kurzweil Reading Machine, a telephone/teletypewriter (TTY) unit, and a Visualtek device that uses video circuits to magnify printed matter. The Kurzweil, which uses a computer to translate the printed page into a voice allowing the visually impaired to "read," was bought with LSCA funds; the Visualtek device was a gift of the Library Friends (19).

The Tulsa Public Library has a Braillewriter that anyone who knows Braille can use to send letters to friends. The library also has a talking calculator for the blind that sounds out the numbers as keyed and gives totals. The Public Library of Nashville and Davidson County (Tennessee) opened a new library center for the deaf in 1978. The Monroe County Public Library System has television caption adaptors available for their hearing impaired clients.

Radio reading is another outreach service to the impaired. Public libraries in Erie, Lancaster and York, Pennsylvania; in Nashville, Tennessee; in Jamestown, New York; in Salt Lake City,

Utah; and in Seattle, Washington, provide special programs covering events in-depth which are not available on television or radio news programs. One of the most popular is Seattle's Food Facts which provides an impartial reading of grocery ads and best buys of the week (54).

The Library of Congress produces talking books--on records and cassettes--and books in Braille. They are available to anyone who can't read ordinary print due to visual or physical impairment. Public libraries assist elders to get the service; an estimated 60% of the persons served by the program are over 60. The readers who use the special materials receive them through a network of 56 regional and 102 subregional libraries, many located in public library facilities. Research on Reading with Print Limitations, completed in 1979, sponsored by the National Library Service for the Blind and Handicapped--The Library of Congress, was conducted to determine the extent of eligible users not currently aware of, or served by, the program. Only 12% of the target population living in households and two to four percent (2% to 4%) of those living in institutions were found to be current users. Three percent (3%) once used the program, but have stopped. Awareness, however, is much higher than use--57% in the target households and 86% among institutional staff. About 25% of the nonuser group expressed considerable interest in trying materials available (49).

Alternative Delivery Systems

When elderly library users are no longer able to come to the building, the library reaches out and mails materials, or in many cases arranges for staff or volunteers personally to bring the

services to their homes. Books-by-Mail is an alternative delivery system that substitutes postal delivery for personal delivery. The San Antonio Public Library has had such a program since the late sixties. In the face of rising fuel and maintenance costs, bookmobiles are still flourishing. Some have two-way radios, making them literally on-the-move information centers. And some, like the Milwaukee Public Library's "Over 60" service, are outfitted with hydraulic lifts to set persons in wheelchairs down in the truck to see a film, borrow books and get information.

Libraries reach out to the elderly who can no longer come to the facilities--persons who are confined to nursing homes, hospitals, their own homes or living in residences for the elderly or in retirement homes--in many ways.

Institutionalized or homebound elderly are bussed to the library for books, talks, crafts and other activities by some public libraries. Those who cannot leave nursing homes can enjoy stocked book carts wheeled from room-to-room, bed-to-bed by library staff. Nursing home residents are often used as volunteers to maintain permanent deposit collections, keep track of circulation and other library-related tasks. The Forsyth County (NC) Public Library provides such a service, developed with seed money supplied by the Z. Smith Reynolds Foundation, Winston-Salem. Serving those unable to get to the library has been a longstanding priority. The Adriance Memorial Library of Poughkeepsie, New York, established its still active Extension Services for shut-ins and the elderly in 1953. The library delivers materials in all formats to individuals and institutions. Several factors have broadened the scope of the program: Reorganizations of agencies

serving the elderly, greater availability of materials for the impaired, the growth of senior citizens groups, and an increased political awareness by the elderly. Through its extension services, many of Poughkeepsie's formerly isolated senior citizens can become active and involved community members (37).

Barriers in Traditional Facilities

The aging process, by its very nature, puts limits on some individuals' mobility. Removal of architectural barriers is one of the chief methods of facilitating access to library buildings. Changes such as the addition of ramps, elevators that are accessible to the public, specially designed restroom facilities, automatic doors, good signage and improved lighting have made some libraries more accessible. While legislation has mandated attention to removing architectural barriers in public buildings, lack of funds has limited all but recently constructed libraries and a handful of others from fulfilling that mandate. However, there are libraries like the one serving Montgomery, Alabama, which offers special help for the handicapped--sliding doors, rounded corners, safe furniture, materials in Braille for the blind, and staff who are trained in sign language for communication with the deaf (63).

Interagency Cooperation and Coordinated Service Delivery

For maximum access when services are delivered to the older adult, each person must be considered an integrated whole and collaboration and cooperation developed to meet his or her needs. In many locales the public library is a community agency that

has become part of a coordinated service delivery system; it has also entered into cooperative ventures with other agencies to enhance its programs and theirs. At a 1974 National Commission on Libraries and Information Science Conference in Denver, one of the specific needs cited for institutionalized persons was the need to realize coordination of services (32). In fact, the 1979 White House Conference on Library and Information Services stressed the necessity for networking among libraries of all types across the nation to better provide resources and services to clients (67).

An excellent example of cooperation exists in Pennsylvania, where BRAVO, "Bringing Reading to the Aging through Volunteer Outreach," is working at Williamsport. Over 50 volunteers are mobilized to serve well over 300 homebound persons. To locate potential users the librarian accompanies the volunteers in the local home-delivered meals program and talks with the participants about their interest in a home visit system. When the program was initiated local newspapers and radio stations gave time and space to publicize the program and the librarian sought speaking engagements to spark organizational interests. BRAVO was also publicized at civic events, on billboards and on all city buses. Downtown stores made window displays showing the volunteers on their rounds and their contented patrons. Volunteers were solicited on the radio, in church bulletins and in service clubs. Funds for continuing support have come from the Friends of the Library and from local foundations. In Williamsport the whole community knows about BRAVO because the whole community has been summoned to support the project. Everyone is proud of

its success and determined to keep it going (4).

At the Brooklyn Public Library SAGE added 150-250 older readers when it became part of New York City's coordinated service delivery system. Now books and other materials are delivered through Friendly Visitor and Meals on Wheels programs.

ACCESS

Summary and Conclusions

In looking at services for older adults today, the view from the public library is optimistic. By no means does that imply that the deficiencies discovered by the National Survey of Library Services to the Aging have all been overcome, for that is hardly the case. The absence of comparable current data on the status of service was one of the biggest obstacles in preparing this paper.

The research of Kanner (30) and Ferstl (21), both completed in the seventies, has provided a continued indictment of the failure of the library profession to adequately absorb and integrate gerontological knowledge into service provision. Many librarians who perceive the import of services based on the developmental needs of children, young adults and adults, fail to realize that such a perspective is essential for older adults as well.

Margaret Monroe, borrowing on Havighurst, has provided a professional framework for building service around the developmental tasks of aging, including tasks of major adjustment, change and opportunity, but too few librarians know about and use them. As a result, stereotypes still feed into collection building, service provision and programming.

The fact remains that the voluminous citations of services included in this review are offered as models, or examples for imitation or emulation. They are exemplary because they include improved access through attitudes, materials, facilities, programs and delivery systems for the aging. If they were more widespread they would be reported as aggregates, not through specific site descriptions, and through statistical compilations, not single cases.

Certainly libraries need more programs where seniors are resources, where intergenerational activities are part of the ongoing fare and where widespread publicity makes elders aware they exist. The public library needs to play a part in an ongoing national campaign to create aging awareness, stressing the diversity among older adults, the continuity of their lives and their value to the country as a whole.

Although consciousness has been raised in librarians to recognize the importance of liaisons with community organizations, and although there have been efforts to develop more responsive services, the trend for most public libraries has been to program for the institutionalized or homebound elderly. In the main, services have been traditional, with major spending on large print materials and with heavy emphasis on nursing homes where only a maximum of five percent of the elderly can be reached.

The "service to all philosophy" of the public library is its greatest strength and, at the same time, its enduring weakness in regard to serving the aging. It leads to the inclusion of elders as users with no differentiation by age. However, it also restrains many public libraries from defining the aging as one of their major markets and targeting specific programs to

them in abundance.

Reaching the ethnic aging remains an even more elusive task. Public libraries, like many other agencies serving elders, have had difficulty over the years reaching minorities. Only a few public library professionals know, understand and utilize ethnic traditions and value systems to reach that audience with service. Public libraries need more than ethnic and foreign language materials and large print books--although ethnic and large print foreign language books might not be a bad place to start. The ethnic aging need to learn that the library has something to offer and be persuaded to use it.

That is not a job public librarians can do alone. As the study of the National Library for the Blind and Handicapped at the Library of Congress has shown, even though those serving the aging are aware of programs and the programs are desired by the aging, they may not reach the elders for which they were designed. Reaching out is an expensive business for libraries and other agencies, and in today's society a duplicative proposition, as well. Coordinated service delivery is one of the best available answers. Activating it in a meaningful sense nationally will take a good deal of collaborative effort where institutional turf is secondary to serving the aging. Substantive incentive programs are needed at the state and federal level to provide widespread models which demonstrate coordinated service delivery and its benefits in action.

While many of the problems with which we began the seventies have subsided, others are still with us and clearly some have been exacerbated, particularly by a turbulent economy. Chief

among them is insufficient funds. Architectural barriers in public libraries and difficulty in identifying the diverse audiences comprising the elderly population remain important problems as well. But the services cited here do give tangible evidence that the public library world is at long last spinning in the right direction. Clearly public libraries are an important part of a growing movement to recognize and encourage the potential of the elderly, to use them as resources and to increase their access to services and materials in order to keep them in the mainstream of life.

EDUCATION

The public library historically has been known as the "people's university," where ongoing learning is free. As we move into the 1980's learning skills are essential to remain viable in our high technology, knowledge-based society and the public library will play a significant part in providing learning opportunities as well as skills. Warns Margaret Monroe:

> For older adults the generation gap could become a devastating annihilation, if the skills of keeping current are not available; communication across generations--a chief mode of holding society together under accelerated change--is a major task of older adults (33).

To remain viable resources, older adults must have the opportunity to sharpen old skills, develop new ones and enrich their lives with learning. They must be encouraged to embark on second careers, if they so desire. It is a distinct loss to the nation that a whole segment of the population is idled by the arbitrariness of a meaningless chronological blueprint for retirement. In fact, there is an indication that the blueprint is being altered. In the first six months of 1981, with inflation eating up dollar power, statistics show a drop in early retirement.

Education is a thread from first career to second career. Job and career centers are already developing in public libraries, as we shall see later. Equally important for elders is life cycle education to help them deal with major developmental changes, such as role loss, change of status, loneliness, social isolation, widowhood, grief and death (1).

Counter-productive, negative stereotyping surrounds education for older adults. Statements like "the aged can't learn new things" are too often accepted without challenge. Botwinick reports little loss in verbal ability with age; a decline in psychomotor responses requires more time to consolidate new information and to recall it for use, however. Lack of exposure to testing situations, fear of loss of intellectual abilities, anxiety and fear of failure may feed into still another self-fulfilling prophecy for older adults (1). In fact, contrary to myth, persons over 70 often learn better in certain areas than younger people. Research has found that seniors who pursue their education are happier, better satisfied with themselves, and less frequently ill; staying mentally alert tends to improve self-concept, thereby promoting good mental health (33).

Any observed learning decrements which do arise in aging research may be artifacts of cross-sectional design. The educational attainment of each generation is typically lower than that of succeeding generations. Schaie and Lebouvier-Vief suggest that differences found between older and younger subjects do not result from the fact that elders' abilities have declined but that their skills may have become simply obsolete. The researchers conclude that obsolescence can be remedied by education and retraining (1).

Generalizations made at the first White House Conference on Aging in 1961 about the limited interest of older adults in education had little relevance by the 1971 sessions, where its

importance was emphasized. We must be cautious or descriptions of the early 1980's, made at this WHCOA, may be taken as pronouncements applicable throughout the eighties, when significant post high school education will probably be the norm. In any era, however, planning educational services for older adults can be solidly based on research that has shown persons with more formal education are far more apt to continue their involvement with learning than those with less formal education (58). Increasingly older adults have college educations; their median education is rising and is currently close to the area of high school graduation (57). By 1972 the number of adults participating in formal education programs had increased 50% since 1969. In his 1974 study of New Learning for Older Adults, Roger DeCrow found 3,500 different programs in the United States designated for older adults, more than half of which were less than one year old (13).

The rapid rise in educational opportunities and the burgeoning number of the new breed of older adults have combined to induce spurts in lifelong learning. Opportunities to continue education have been made more attractive through short term learning formats that appeal to elders' learning interests. Many are offered at accessible locations during daytime hours.

But, not to obscure the complexities of education for older adults, we are reminded that better educated elders are only one side of the story. David A. Petersen reported in 1972 that 26% of the adults in the United States between 65 and 74 years old had less than an eighth grade education, 50% reported no high school education and 61% of those over 75 had no high school

education (48). At this level literacy is limited at best. Older adults need adult basic education as well as enrichment or second career preparation. The average educational attainment of older adults remains below the national level in spite of a gradual increase with each succeeding cohort.

Enrollment in adult education, which would help compensate for the educational lag between generations, although growing, remains low. Statistics compiled in 1975 by the National Center for Educational Statistics showed that only 2.3% of adults 65 years and over participated in adult education, which compares unfavorably with other age groups (25). Low enrollment of elders in education does not appear to be due to lack of importance attributed to it. Older people with less than a high school education see lack of education as being a serious problem, and education seems to influence older people's images of their own mental capacities more than income does. The Russell Sage Foundation Survey on quality of life indicates that next to financial reasons, lack of education is seen as the most frequently mentioned barrier to a sense of fulfillment in life.

Lifelong Learning and the People's University

But where does the public library fit into the older adults' need for varied educational opportunities? First, and importantly, the collections of public libraries are freely available to elders and any organizations offering learning programs for them. Because of the diversity among older adults, the library's traditional pattern of service to the individual is especially relevant. Elders may travel at their own pace (8); they will be

joint planners of their learning programs with the librarian, assessing their own needs and interests, setting their own goals (64).

Margaret Monroe has reviewed research to determine the library's function with the older adult learner. She locates it in the work of Roger Hiemstra. Following the research model of Allen Tough, Hiemstra explored older adults' learning projects in Lincoln, Nebraska, from 1975-76. He discovered from interviewing 214 older adults that the median number of learning projects a year for those 55 to 64 years of age was 3.4, and for those 65 and over it was 3.2 Fifty-five percent were pursued independently, 20 percent involved group study, and 10 percent were followed in the one-to-one tutorial situation.

If older adults in Lincoln, Nebraska, were to be considered typical, we might conclude that they continue their learning orientation with no significant drop after retirement. The average amount of time spent in learning projects each year by older adult learners was 325 hours, and over half of those projects were informal, self-planned and self-directed (26). The public library is traditionally a place of independent, self-planned, self-directed education, backed up with group learning programs and in some cases one-to-one tutorial situations.

DeCrow's study, New Learning for Older Americans, cited earlier, found libraries were "increasing their service to older adults, developing innovative programs and new ways to help." The report showed that most public library learning programs for older adults are supported by the basic library budget, though state and federal programs sometimes reinforce it. The fact that volunteers

were used by 71% of the programs surveyed, was cited as one of the most important benefits of locating in the public library. About 53% of the libraries surveyed noted new services to older adults in the past year.

Basic education was found important in 26% of the public library reading programs, reflecting interest in reading problems with many libraries stocking materials for individual use as well as literacy classes. A few conducted reading development classes or learning laboratories, while others served as mobilizing centers for Literacy Volunteers and offer tutoring activities which are being extended, as discussed earlier. Librarians were noticeably found to be more alert to reading handicaps, 70% agreeing that it was an important problem for older adults.

In summarizing the role of the public library in lifelong learning DeCrow opines:

> For pursuing any interest in depth there is no substitute anywhere in society for organized collections of carefully selected books, the stock-in-trade of the American public library. . . . The patron controls the process, seeking help as needed (13).

There are numerous examples of public libraries providing older adults with learning opportunities. A few will serve to illustrate their range and diversity. The movement to provide informal educational experiences for elders dates back 40 years to the Cleveland Public Library where the "Live Long and Like It Library Club" inaugurated the first specialized service from public libraries for men and women over 60. A study and discussion group, the Club began with a mailing list of about fifty people. An unqualified success, it expanded that list to 1,600 persons. Following the Cleveland model, programs were initiated all over the country (38).

Some public libraries offer formal classes where older adults participate. Los Angeles public libraries host classes in English as a second language for Spanish-speaking and other ethnic groups. Other library users get help in preparing for high school equivalency examinations through courses and self-teaching tapes. Older adults are members of those programs. In Grand Prairie, Texas, librarians take materials on all subjects to persons attending nutrition sites. Additionally, they present educational programs consisting of physical exercises, music and education on pre-retirement and budget planning (36).

Public library learning activities use new technologies and reach beyond traditional means as well. In an area of small towns and farms where no commercial television is available, the Tri-County Regional Library of Rome (GA) sends out day-long educational cable television programs. They cover everything from news and recipes to college courses for credit and newspaper readings for the blind. Most of the shows are produced at the library's own studios; a heavy viewing population is found among older adults (63). With LSCA support, the Oklahoma Department of Libraries funds a statewide Right-to-Read project, News in Review, which produces a weekly newspaper column written at the fourth grade reading level but with an adult interest level. It's printed in large type to meet the needs of 18% of the state's population that can't read local papers. Cooperatively sponsored by the state's press association, the column is offered as a free educational service through state newspapers reaching over 300,000 people; copies are mailed to all public libraries in Oklahoma as an educational service (36).

A framework for new directions for the public library in older adult learning, however, came from the Adult Learning Project, developed from 1972 to 1976 with support from the U.S. Office of Education under Title IIB, Research and Demonstration, Higher Education Act. It was tested in several major cities across the United States. Jose Orlando Toro directed the effort sponsored by the College Entrance Examination Board (CEEB). Two important patterns for service were developed: educational brokerage and learner's advisory services (33).

Educational Brokering

The rapid rise of the educational brokerage service in public libraries, led by the New York State Library's strong model-setting sponsorship in its public library systems, derives its base from the National Center for Educational Brokering (NCEB). The NCEB sees public libraries as one of several types of agencies for the "advisement, assessment and advocacy" of adults (59). Older adults will find educational brokerage, a form of information and referral for educational opportunities, a significant service to the extent that they need and want information on where to learn a language (for travel? for study?), on who teaches courses in pottery glazes (for hobby? for supplemental income?), on courses related to classical archaeological sites (for personal understanding? as armchair travel?), on death and dying (to meet family crisis need? to prepare for the inevitable future?). The Forsyth County (NC) Library System has successfully operated as an educational broker for over five years.

The Learner's Advisor

According to Monroe, the learner's advisory service focuses on assistance in setting personal goals for learning projects; in selecting methods of study (class instruction, apprenticeship, workshop, reading) and resources for learning (people, books, films, realia, laboratory); and in providing a support system for the task of learning (counseling sessions for feedback and redirection, group workshops on study skills). The delicate relationship of the counselor and the library user has raised questions in the minds of traditionally educated librarians as to whether it is librarianship. An eclectically developed, skillful selection of learning experiences available to librarians and library educators, prepared by Patrick R. Penland and Aleyamma Mathai, proposes that the learner counseling function is indeed librarianship, but demands education in the human skills (47).

Thus far public libraries have concentrated on the educational needs of older adults. However, there is another audience in aging which has enormous need for the educational services available from public libraries. Service deliverers must have learning opportunities in their struggle to better provide elders with what they need and want. Library service for the aging is quite a different concept from library service to the aging. Service for implies service to those who have a concern for elders, as well as direct service to elders themselves. The eighties, it appears, will bring greater emphasis on services for aging.

Information Education for Service Providers

Just as older adults need better access to relevant knowledge designed for their special needs, service providers need assistance in identifying and obtaining knowledge that will help them increase their effectiveness as well. Dr. Robert N. Butler commented on the necessity to translate "existing knowledge first to the practicing community and ultimately to the public."

> We need information with evaluative features. We need to have more state of knowledge conferences with those features. We have to see where we stand; ultimately we must have as a bottom line a report on the state of knowledge of a topic; we must criticize that state of knowledge and we must make recommendations as to how to proceed (41).

The complexity of knowledge management and use in aging and aging-related services has increased steadily over the last decade. That complexity is affected by the multidisciplinary nature of the subject and the dispersion of relevant bibliographic materials through many professions. As the aging network expands and professional services proliferate, more and more of this literature is being collected by public libraries.

With no comprehensive indexing service specifically tailored for gerontology, professionals search through many resources for information on their topic of interest--a process so time-consuming that few can undertake it.

When the National Clearinghouse on Aging's central control facility for information finally gets off the ground, the Service Center for Aging Information (SCAN), established in 1979, will provide (a) abstracts of gerontological literature in computer-readable format; (b) custom searches of the data base; (c) national online access to the data base through a commercial organization

for anyone with a terminal and a telephone; (d) a monthly journal; (e) microfiche and paper copies of documents in the data base. A revision of the Clearinghouse's thesaurus on aging is projected for use with SCAN (16). As the time to startup is increasingly delayed, the problem of access is compounded. However, even when SCAN is operational, it will not solve the problem of getting information to the right person in the right format with the least possible effort when it is most needed.

Gerontological Knowledge and Service Provision

At Syracuse University's All-University Gerontology Center and School of Information Studies considerable emphasis has been placed on making the knowledge base of gerontology more available to practitioners and researchers. Since 1976, Marta Dosa has researched questions surrounding ways to improve information sharing for planning and program development and so, ultimately, to improve service to the aging. The Gerontological Information Program (GRIP) and the Health Information Sharing Program (HISP) at Syracuse, funded by the Administration on Aging and the National Library of Medicine, respectively, are concerned with utilization of research by service providers, as well.

GRIP was established to design and provide improved information availability via a prototype centralized information program to disseminate gerontological information to service delivery agencies in the community. HISP was concerned with developing a prototype decentralized information sharing mechanism for organizations and individuals in community health planning and health care delivery. Initial phases of both included surveys to identify agencies serving the elderly and develop profiles on

them and their information needs. GRIP provides information for researchers and practitioners available through libraries and information systems, via online and manual searching from the All-University Gerontology Center (15).

Agencies that participate in GRIP are drawn from four organizational types: Geriatric Centers/Nursing Homes, Senior Citizens Groups and Centers, Specific Services and Umbrella or Coordinating Agencies. The problems determined as most important to them included: funding sources, transportation, isolation or recreation, planning and program development. Based on the needs assessment GRIP developed two kinds of service: a newsletter on new information sources and how to obtain them and an information support system answering queries on demand. The results of the searches are evaluated, edited and packaged in the form, length, depth and detail most appropriate for the requestor. Searches were made and packages prepared in anticipation of requests based on topics revealed as important in the needs assessment.

Evaluation showed that GRIP was extremely useful to agencies and practitioners providing human services to the elderly. The information packages were not only used by the requestor, but were also passed on and shared greater than 66% of the time locally and greater than 50% elsewhere (15).

HISP, on the other hand, formalized a human resource information network through the designation of one or two members of participating organizations who would function as active links in an area information sharing network. They shared information, including fugitive literature, that was not available through

libraries and other information systems. During the first years of HISP's operation interviews were conducted with 284 staff members at health agencies in Syracuse. The majority of respondents cited as problems in information exchange:

- problems locating information needed for decision-making (77%)
- need for better agency contact (80%)

At the end of the second year a post-measure was administrated to establish what extent HISP had been successful. Recommendations in reference to the continuance of the project were: (a) 44% continue as is; (b) 29% continue with minor modifications; (c) 9.4% continue with major modifications; (d) 17.3% discontinue (17).

Statistics showed that knowledge from GRIP and HISP was used for: planning, programming, education and training, information and referral, policy formulation, service delivery and direct service to clients--a different set of priorities than revealed in the needs assessments. Measures of the user's perceived value of the systems showed they felt the systems: first, saved time; second, provided the only means to get information they needed; and third, saved money.

Through GRIP and HISP new roles were defined for librarians as liaisons with agencies, coordinating cooperative information sharing among libraries, information and referral services, data systems, educational systems and linking them together through human resource networks amplified by a directory of fugitive information and traditional manual and online data sources. The need for locally produced information to expand bibliographic network service and document delivery was underscored. The

functions of the librarian which developed from GRIP and HISP were complementary:

(1) providing bibliographic reference;

(2) providing document delivery;

(3) coordinating information exchange among members of a human resource network;

(4) supplying information directly;

(5) developing information packages.

Knowledge so provided was delivered to agencies for their own purposes, which was broadly construed as advocacy for older adults. Dosa's work became the model for the field development of the Dallas Public Library's Specialized Information Service.

Education in Information Literacy: A Public Library Model

A research and demonstration project at the Dallas (Texas) Public Library, funded by the U.S. Department of Education, Office of Libraries and Learning Resources, offers a new direction in Special Information Services (SIS) on Aging (56). The project used existing library print and automated resources in developing efficient and effective services, following the Dosa research models from Syracuse University.

The SIS staff concentrated on information provision coupled with education to increase information literacy: The ability to differentiate among types of information and information resources, the ability to use them and the public library services to get them. The dissemination activities undertaken by SIS were particularly important. They combined reference services with computer assisted searches on commercially available data bases when needed.

To provide service, user profiles were developed from a needs assessment and a Selective Dissemination of Information (SDI) activity undertaken. SDI is a current awareness service by which information from pertinent reports, documents and publications regularly received in the library was sent to those whose profiles indicated such information would be useful. Information dissemination was initiated in other modes. A monthly newsletter was sent to all participants; fact sheets on specialized subject areas, which repackaged information in a format that allowed rapid scanning, were also mailed. An Emergency Aid Directory was prepared and distributed to participants, after its need was disclosed during SIS's operation.

The information education component of the project was extraordinary for public library service. Programs and speakers were developed around subject interests determined from feedback received on forms that were part of the fact sheets. In addition, workshops in information on aging and resources available through the library were conducted on: Government documents; media orientation to library resources for programming; and humanities programs useful for elders, including the National Council on Aging's Humanities series. Over 841 service providers attended programs in the educational component. The fact sheets, guides for workshops and other resources prepared during the project were disseminated throughout the library for use as well.

The library also provided document delivery services through the mail or through delivery to branches for pick-up. The delivery service was particularly important. SIS staff found that the scope of reference query subject coverage in a 9 month demonstra-

tion exceeded that of the reference requests received during the 1978-79 period at the Institute of Gerontology, University of Michigan-Wayne State University. There were 326 requests for information. That figure underrepresents the total number of requests from the library, since not all requests were noted.

Evaluation showed that 77.1% of the materials received through SDI and in response to queries were relevant, an additional 21.7% were somewhat relevant, .6% were not relevant. There was no response from the remaining .6%. More information was requested by 38.9%. Feedback from evaluative postcards indicated computer and manual search results were extremely effective. Activities were considered to have been effective when participants could describe the knowledge gained and how that knowledge was useful in providing their services. Indications from evaluations were that service providers had found library information enhanced their capabilities in serving the aging and that they had demonstrated information need which is within the role of public libraries to serve. The provision of a librarian to help service providers define and meet their information needs, access to information from online computer data-bases without charge and a newsletter to provide current information were the elements of SIS which service providers did not want to lose. Without ongoing financial support those were the elements which the library could not financially maintain.

EDUCATION

Summary and Conclusions

The increase in educational attainment among older adults has led to a predictable increase in participation in learning activities. Since educational attainment is expected to continue its ascension in the next decade, it is logical to assume that education for elders should be considered a priority in the 1980's. Planning for the diverse learning experiences needed will require the involvement of formal and informal educational institutions. The DeCrow study has ably outlined those institutions (13).

The public library has been a traditional source of education for the general population. In fact, it was founded as a people's university. There is nothing episodic or fad-like about the public library's involvement in the education of older adults. Both formal and informal learning activities for elders take place in the library. They range from literacy tutoring through college classes for credit. The public library, in the main true to its tradition, functions largely as a place of independent, self-paced learning. Librarians act as learner's advisors in limited numbers for they associate it with a counseling function in the therapeutic sense and perceive it as more than assisting to develop an educational plan of action with the library as a base. While educational brokering is a far more acceptable practice, it is no more widespread. Advising and brokering require skills heretofore neglected in the education of the public librarian. The refrain, calling for collaborative effort, sounds once again.

Libraries have materials in abundance; they are open and free. Working with other educational institutions, brokering and counseling can emanate successfully from the library. But cooperation in education for older adults has not proceeded from identification to action as one might hope. It is, in many cases, an informal arrangement, with no plan for participation developed along functional lines based on institutional strength. Such plans are necessary for older adults to get the attention they need in the coming years.

New on the horizon is the public library as a primary point of service for those working in aging. The Dallas Special Information Service offers an excellent model. But such services are considered extraordinary and they are expensive. To make the research and demonstration project have real implications for service public libraries must recognize that information dissemination to meet the needs of service providers unites information oriented and service oriented agencies for aging in a common purpose. They will need to give serious study to the priorities which have placed information dissemination and document delivery from the public library in the realm of custom services.

At the same time on their part if social service agencies value such services they should include them as budget items and include the same budget items in grant proposals with sufficient funds designated for computer searches and resources, as well as manual ones. Together public libraries and key social service agencies should explore means through which the importance of local funding for information dissemination can be communicated to officials. Also cooperatively, public libraries and social

service agencies should plan in-service training seminars on information awareness. If at all possible they could be coordinated with a School of Library and Information Science.

Two concerns side-by-side represent the challenge that is posed for library professionals. On the one hand, data and documentary support and service is needed enabling practitioners to improve service to the aging population. On the other hand, relevant media and reading materials for education are desperately needed by older adults. This two-fold challenge alone is worth the serious attention of the library profession serving elders in the 1980's.

INFORMATION

Appropriately, information--the stock-in-trade of librarians--has been a concern of White House Conferences on Aging since their 1961 inception. Based on 1971 WHCOA discussions, Casey has cited the need for greater public library involvement in the provision of: (1) information and referral services; (2) information about how to minimize the difficulties of aging and maximize its opportunities, to the aging and to their families; (3) information about income, health, nutrition, housing, transportation, employment, retirement and economic well-being to the aging and about the special needs of the aging to citizens responsible for planning, policymaking, appropriations and legislation (34).

Marta Dosa has summarized the difficulty elders face in getting the information they need:

> We live in an information-oriented world of high complexity. We all struggle day by day with the process of finding out. For older adults the task is even more formidable. They face an apparatus of social arrangements that are created, modified, abolished, re-established and shaped on their behalf on the basis of incremental public policy and the creativity of those who plan and operate the services and programs. To find out they must tread that maze (16).

The condition of the older adult who lives in poverty is further exacerbated by an information imbalance which effectively assists in further partitioning society. Parker has recognized that imbalance by differentiating between the information rich and the information poor (32). Insufficient access to information serves to sustain the status quo. A more informed elder is one who is more fully aware of existing opportunities and who, as a consequence, possesses advantages that are not otherwise likely

to be achieved. The provision of information not only enhances life's opportunities, it aids in the development of personal strengths, renewal of personal resources and their application to a society in which they are needed.

Information on Demand

Libraries, where information and service is free-of-charge, do serve as the primary information resource for a large number of elders. Among the current activities which show that the public library is coming of age in its interest in elders are a broad range of information services. Katherine Adams translates the information needs of older adults into resources available in the library.

> Factual data, readily available and simply presented . . . . information for every-day living--is available at the library in a wide range of resources print and nonprint for education and recreation. . . . Public libraries should be the first stop for elders who want such information.
>
> Seniors often find themselves with the time to be advocates or activists for aging, for their peers or other community groups. They need to know that the information for effective action can be found in their public library. The "hows," "wheres," "whos," "whens" and "whys" can be answered at the library. Text of laws, funding sources, names and addresses of government officials, codes, proceedings, information about public hearings and tips about effective writing, which library materials possess, all help to make their efforts more purposeful and fruitful (37).

But information is provided using more than print and non-print materials. Career and Job Information is equally important, as is Information and Referral (I&R) Service. I&R provides the link between a person with a need and the service, activity, information or advice outside the library which can meet the need (33).

Career and Employment Information

A new public library focus on Career and Employment Information, developed over the last decade, is one way of assisting the new breed of older adults to get back into the job market with second or even third careers. A study by Ruth H. Jacobs, reported in the Journal of Geriatric Psychiatry, was done with older men and women from 65 to 84 years of age who had started a new type of work after age 65. They reported that they returned to work because it provided companionship, gave them something to do, prevented or cured depression, kept them active, gave them additional income, got them out of the house and away from spouses, gave enjoyment and gratification and made them feel valuable.

Many had a great deal of difficulty finding post-retirement work and experienced considerable age-based rejection in the process. The investigators interviewed a group of people over 65 who wanted to obtain work but could not find employment. In contrast to the employed group who had high morale, the unemployed felt rejected and morose. Jacobs concludes, "Much more information is needed by retirees and pre-retirees about the possibilities, and more jobs need to be made available to those who miss the structure, social networks, and contributions attendant to working" (29).

Job Information Centers

In New York State a successful network of Job Information Centers (JIC), all free-of-charge to users, is already working in twenty-two public library systems. Job Information Centers began in the Yonkers Public Library, New York, in 1972 with a small

grant of $15,000 from the Department of Labor (10).

While today each of the JIC's has a different emphasis, depending on the local environment, all revolve around several basic services. First, the New York Employment Service supplies the libraries with computerized daily job listings on microfilm, which are made directly available to clients. Second, the libraries post jobs listings from private agencies and employers and compile information about all agencies serving job seekers. Third, the classified ads are displayed from local papers in English and often in Spanish and other foreign languages helpful to clients. Fourth, special publications like "Your Job and Your Future," from the Yonkers Public Library, are produced containing such information as local employment agencies. Fifth, an active publicity program is carried on advertising JIC's via billboard, radio and papers. Finally, forums on all aspects of employment are held with potential employers, counselors and training experts as resources.

The library does not become a placement agency, but it does operate as a clearinghouse for job opportunities and job searching. Most have specialized publications listing jobs for women, minorities and the handicapped. Existing JIC's maintain particularly close liaison with local organizations which have programs for seniors. In the Bethlehem Public Library a JIC staff member makes regular talks to senior groups on job opportunities and employment information.

Several libraries, like the one at Mount Vernon, have created a Career Information Service. In Rochester the public library concentrates on second career information. The library has exten-

sive resources useful to older women trying to get back into the job market, for example.

Statistics show that the Yonkers JIC had approximately 50,000 clients in a little over five years. In Rochester 5,589 people used the JIC in its first four months of operation; the center users now number about 1,200 a month. In the Hempstead JIC the library assists about 300 persons a month. These figures are underestimations of total use, since statistics are kept only when the centers are staffed and most centers, although available for use whenever the library is open, are not staffed during all open hours (10). Where no comparable services are in place, JIC's, employing senior staff members, can become solid cooperative programs between the aging network and public libraries across the country.

Information and Referral Services

Information services offered from public libraries center around more than jobs and careers, however. Public libraries are one of the agencies providing I&R to the elderly. The service delivery system for seniors is administered by, and services themselves delivered by, so many agencies that Information and Referral is necessary, and mandated by law, to help elders work their way through the maze of agencies and services to find one which satisfies their needs.

Early in the 1970's when Federal and State aid became available for programs to extend library services, library staffs across the country began looking closely at neighborhood needs. These needs would best be handled, they concluded, through

I&R centers that could establish pipelines to and from other community organizations and agencies, enabling libraries to build an information base and maintain a referral service.

Some of the social agencies concerned with the welfare of people within a community--particularly those with information services of their own--were skeptical about their local library cast in an information and referral role. But second thoughts occurred. Librarians, after all, are trained to collect, store, and retrieve information, and libraries stock materials on all subjects and serve their communities as nonprofit agencies. Then, too, a library--with a larger staff and longer hours of service than most public organizations--would be an added outlet for information about the whole spectrum of social programs (69).

TIP, The Information Place at the Detroit Public Library, was one of five locations in the initial national pilot of I&R in libraries. "It now answers an average of 15,000 requests for information in a month," said Norman Maas, who runs the service, in a recent U.S. News & World Report interview (63).

Today, public library-sponsored I&R services are multiplying across the nation as librarians try to help the elderly keep pace with a faster and faster moving world. One city in Maryland with an extremely active I&R service reports that requests most frequently received from older persons during a typical week in its inner-city central library were concerned with any and all information pertinent to part-time jobs, lists of businesses and restaurants that offer the elderly discounts, advice on tax credits for those over 65, health care information, forms for special-rate transit passes, and a list of local recreation opportunities (13).

There are other successful examples of public library I&R services as well. In an expansion of its long running Information and Referral services, the Plainedge (NY) Public Library has sought and received designation as the site for "Project TOTE" (Transportation Of The Elderly) for its area. TOTE provides free door-to-door transportation to those sixty years of age and over who are physically or financially unable to use other means of transportation. TOTE vehicles are operated by the American Red Cross under contract with the County Department of Senior Citizen Affairs. Funds come from Title III of the Older Americans Act and CETA. Door-to-door transportation is provided to obtain medical services, travel to nutrition sites, or for legal aid, financial aid, and other eligible trips on referral from agencies.

The library requested the designation because many I&R calls were for repetitive transportation which volunteers could not supply. Now library staff can transfer appropriate requests to TOTE, making the library a switching center and enhancing its effectiveness as an I&R Service Center (60).

When examining the needs of the elderly and ways that public libraries serve them, it behooves us to look at the about-to-be-elderly, the burgeoning numbers of persons who are nearing retirement age. Information about resources, retirement communities, financial planning and options should all be available through the library. Should there be any question about the desire on the part of the community for such information, one only has to look at the growing number of fee-based programs being offered by agencies and colleges (37). As another adjunct of its service to elders, the Plainedge Public Library's I&R

sponsors a six-week pre-retirement counseling series where subjects range from legal and financial planning to facts about social security (69).

An ongoing I&R project at the Tulsa City-County Library System provided a valuable special service in the long, hot summer of 1980. A "Heat Line" was added to the library's Information and Referral service. Persons who needed fans or air conditioners to endure the heat phoned for help. The majority of the 1,500 calls were from the aged, especially those who are homebound, hospitalized, or residing in nursing homes. With the help of donations from private citizens and cooperation from the local public service company, fans were delivered to those identified as being most in need. Tulsa's initial card file of 200 agencies has expanded tenfold as it developed the Senior Citizen's I&R Service. The library's generic I&R activity was an outgrowth of the program for seniors and older adults are still the service's best customers (2). Tulsa stands as a model for direct I&R service for elders emanating from the public library.

What is special about I&R to older adults? The obvious answer would seem to be that it needs a data base which only includes services for senior citizens. However, the effectiveness of a strictly age-limited data base is a fallacy. Older people need information about services just for them, but they also need leisure, governmental, educational, health and other information needed by the larger population. An I&R service which can only provide information on age-specific services shortchanges its users or spends a lot of time trying to find information outside of its data base. Most public libraries

maintain generic data bases with a wide range of information available to solve problems of the elderly (33).

The Older Americans Act requires the Administration on Aging to use fifty percent of its Social Services funding from Title III to fund, among other services, Information and Referral. In Battle Associates' 1977 Evaluation of Information and Referral Services for the Elderly data collected from sixty-two randomly selected I&R sites throughout the nation were studied to determine how state and area agencies on aging are meeting federal guidelines and how the sites are progressing in achieving comprehensive services. Specific aspects of the I&R sites examined included: organization; resource files; staffing; user access; publicity; record keeping; funding and costs. I&R services were not found to be uniform. While resource files were comprehensive, they were not updated semi-annually, as required; a number were out of date. Annual funding for the I&R services averaged at $41,000 per year with costs per inquiry ranging from less than one dollar ($1) to more than twenty dollars ($20). The I&R services received, on the average per year, one inquiry for every nine older adults in their area, which means they were serving about 11% of those eligible. It was concluded that the sites are making positive efforts toward maximum service with limited funds (5).

One thing which contributes to stretching limited funds is coordinated delivery where several agencies have strengths to bring to the task. The considerable information resources already available in the public library, an agency that provides information as a primary task, can help cut costs for I&R services.

John Balkema has described another model for public library involvement in I&R as provided by the Daniel Boone Regional Library in Columbia, Missouri, where cooperation exists between the library and the aging network. Approached by the Boone County Council on Aging to set up an I&R service for the older citizens of the region, the library turned down the request because it did not have sufficient funds and it could not justify such a service for only one segment of the population. It did not, however, cut itself off from the council or the idea of I&R service. Personnel from the library outreach service, which visits about 500 shut-in older adults each month and an equal number in nursing homes, gave technical advice to the establishment and maintenance of the I&R service subsequently set up by the council.

They showed the I&R staff how to locate service agencies, the types of information needed, and the ways to arrange information. They compiled a combined title and title-keyword index and a comprehensive index of services. They devised a plan of action for keeping the files updated and accurate. The library chairs a task force made up of representatives from the major agencies serving older adults which will try to reach all of the older adults in Boone County to provide them with information about all agencies and groups in the area that can provide them with services.

The I&R service is a project of the Council on Aging, not of the library. It is not located in the library and it operates with its own staff. It is an agency unto itself and it is a successful one, in large part, because of the cooperation of the library in the initial stages and the continuing support of the

library during the period of operation. The library, through interagency cooperation, with little expense of time or money, was able to help another agency do a job that would have been prohibitively expensive for the library to do alone (4).

Online I&R

While computers cannot provide the interpretation, helpfulness and human interaction essential for effective I&R service, they can provide production, regular update and broad dissemination of information files. The Monroe County, New York, Library System provides the third successful model for I&R. An online system, it grew out of the MCLS Urban Information Center experiences developing community information service.

Beginning in March 1972, with LSCA funding, the UIC's top priority was to develop and publish a directory of human services as a tool for librarians and for agencies, institutions and individuals who wished to subscribe. The Directory was first published in 1974 and is updated annually. UIC is a model that capitalizes on some of the unique strengths the public library brings community information service. It combines the expertise librarians have about information with the skills and experience of committed staff in communicating that information to patrons (27).

Librarians are very much aware of the complex nature of information needs. Day after day they respond to requests for materials and information ranging from the very general to the very specialized. The subject matter with which they deal is prodigious: the volume, staggering. Rochester Public Library, home of MCLS, receives 200,000 such requests in an average year from people of all ages, incomes, interests. Professional communicators sometimes

overestimate the importance of the communication process in I&R services and underestimate the importance of the information that is being transferred. For librarians the reverse is true. However, information-gathering, organization, retrieving and updating and its communication are equally important and, in fact, information cannot be communicated efficiently and effectively if it has been handled inadequately.

Where there have been few channels for cooperation on I&R, each community (sometimes even several agencies in the same community) develop and maintain files separately. I&R service files have been developed and are searched in at least three distinct environments currently: (1) social agency-community information and referral service, most often administered and staffed by social workers or similar personnel and often run in cooperation with local government; (2) a library-neighborhood or community information center, most often administered by a library and staffed with information or library personnel; and (3) a counseling service environment in which information about educational test scores, etc. may be learned and related to appropriate parts of an educational data base. Studies have shown a good deal of duplication in the first two (27). Duplication is never cost-efficient!

I&R Roles for the Public Library

There are at least four possible alternatives to involve public libraries in the provision of cooperative Information and Referral services. They are not different kinds of activities, but rather progressive levels of the same basic service: Helping people find the resources they need to solve problems. The methods used will depend on the resources of the library cooperating in

providing the service. They include: (1) directory publication; (2) expert advice; (3) direct provision of information only; (4) direct provision of both information and referral (I&R); and (5) computer update and maintenance of records.

Directories are particularly worthwhile for service professionals who can use them to look up information for their clients. Librarians can also serve as expert advisors in initiating I&R services, creating files, etc., as we have seen in Boone. Providing information only without contacting the agency involved is another possibility. In this method, the librarian helps the client locate the information and resources that appear to be appropriate to his or her needs, and interprets the written information to the client in a helpful way. While often inadequate, libraries which are not part of I&R networks must supply information in this fashion currently, since older adults frequently direct questions to libraries, regardless of their involvement in the formal structure.

Libraries may, of course, play a part in direct I&R service to elders. In that capacity there are at least three major roles which public libraries might play:

(1) As the host agency in coordination with the aging network.

    Here the library is responsible for (a) a survey of needs, (b) establishing contacts and coordinating service with other information resources in the area, (c) gathering and updating the information, (d) publishing a service directory and organizing files for information retrieval, (e) training staff, (f) providing direct service to seniors on a phone and walk-in basis, (g) determining the level of escort, followup and advocacy needed and providing it, (h) planning and evaluating service on an ongoing basis.

(2) As a Supplementary Agency in the I&R System where another service agency is host.

Operating at the level of moderate involvement the library (a) receives copies of the I&R files from the host agency and supplements them with locally generated information, if necessary, (b) recruits staff and/or volunteers and may assist in conducting training provided by the host agency, (c) provides Information and Referral service on a walk-in and phone basis and may provide escort, followup and advocacy service, (d) distributes Service Directories provided by the host and supplementary pages of local information if needed, (e) plans and evaluates the service on an ongoing basis, (f) serves as local contact and coordinator of I&R with other information services in the public library area.

(3) As a Satellite and Access Point in the system where another agency is host.

Operating at a minimal level the public library (a) receives copies of the I&R files from the host agency, (b) receives training for staff from the host agency, (c) provides I&R on a phone and walk-in basis, (d) refers those with need for escort, followup and advocacy services to the host agency.

Finally, libraries may supply the computer backup for file maintenance. There are, then, five distinct levels of service at which public libraries can participate in I&R services and an additional three roles professed for direct service. The question is not whether, but how, public libraries will participate.

Information Through Programming

The Baltimore County Public Library's Gray and Growing has created a cost-efficient model to get information to elders through programming. Professionally produced films and slide shows are grouped into individual programs aimed at the expressed needs and interests of persons age 60 and older. A manual with step-by-step guidelines accompanies each package and includes optional scripts, discussion questions, activities, and resources.

Projectors and screens are made available for loan to registered senior groups.

Organized groups are the selected target audience for the programs because it is a way of reaching large numbers of seniors at the same time at a lower cost. The packages are also designed so that activity directors of senior groups can borrow them and present the programs themselves. In the 18 months that the packages and equipment have been available, more than 20,000 seniors have participated in library programs. In 1976, staff of the Baltimore County Public Library did 15 programs for 600 seniors. In 1979, 380 programs were presented to 11,000 seniors, a 1,733 percent increase in attendance (33).

Gray and Growing recently added a new service package, Generations. A video program designed especially for the older adult, Generations highlights news and events of special interest to Baltimore County seniors. Funded by the Library Services and Construction Act Grant, the programs are distributed, along with a television set (monitor) and a video cassette player, to groups; or, as in the case of bed-bound patients in a nursing home, the program can be taken to the individual (23).

Since the public library is not a part of the lives of many older adults, it must reach out into the community. A book display of new acquisitions on the topic will have little impact on service. The challenge is to prepare programs with measurable and significant impact in a cost-effective way. The Baltimore County Public Library has met that challenge well.

INFORMATION

Summary and Conclusions

Information has become one of the most used terms in the current vocabulary; more and more it is becoming a power word. The accessibility of relevant information--as a commodity--and the implications of being informed--as a process--affect the welfare of all older adults. Information is a major business for the public library and the public library is a major source of information for many older adults. Information is disseminated to elder clients from libraries in many formats. Traditionally librarians have used print and nonprint media to locate the facts seniors need. Within the last decade some libraries have added online data bases to assist with the task.

But several innovative services which are particularly important to older adults have developed as well. In response to a turbulent economic climate Job and Career Centers were initiated in New York State's twenty-two public library systems. Operating on budgets of less than $25,000 per year per center they contain microfiche copies of the State Employment Service's job listings, classified ads, materials on resume preparation, interview techniques and other job seeking skills.

Use figures are high and narrative evaluations positive. Seniors are one of the audiences sought out. The JIC concept offers a new option in service for seniors from public libraries, one worth pursuing in conjunction with the aging network.

Public libraries are also developing informational programming which brings topics of interest to elders in a cost-effective

fashion. Packaged programs containing films, slides, scripts, discussion questions and a manual for guidance are aimed at elder groups in places where they meet. Through programming older adults may acquire information as part of a pleasurable group activity which they might not seek out otherwise.

Information and Referral (I&R) is, however, the most dramatic departure from traditional information dissemination which the last decade has brought to public libraries. Most I&R services operating out of libraries are generic, that is, they contain information for a broad range of library clients, some of whom are elders. Separate information service is considered dysfunctional, since there is considerable overlap among the information needs of persons of all ages. Some libraries have developed special services for elders, however.

The Detroit Public Library's TIP I&R last year served 15,000 clients per month. In an evaluation of a national I&R project in five cities across the country, including Detroit, undertaken in the mid-seventies, Thomas Childers of Drexel University found that only eight percent (8%) of their traffic was from elders, however. According to the 1977 Battle Associates evaluation of the I&R services funded by the Administration on Aging, such services are not doing much better. They reach about 11% of the older adult population in their service area. The study found that the centers were not meeting their objective in updating the files at least every six months and many were out-of-date. Funded at a substantial average of over $40,000 per service per year, it is clear that improvements should be pursued.

A study should be undertaken to determine whether the elders using I&R from libraries are a different audience from those using I&R from other sources. It may be that the apparent duplication is really not an overlap in service; each agency may be reaching a different segment of the aging population.

Librarians have skills in information handling which could be used to make improvements. This section, INFORMATION, has suggested some ways in which libraries can become partners with the aging network for more effective I&R service to elders. Advocacy through I&R remains narrowly defined by librarians as linking persons with services, although some libraries, like the one in Tulsa, participate in more substantive advocacy activities. But librarians can and do design, update and operate the information provision aspects of I&R, supplying information for advocacy and to advocates.

In any case, to be successful I&R services must include thoughtfully planned, comprehensive awareness programs, not merely publicity. The latter implies blanket use of media, while the former connotes substantive data gathering to determine optimum communication channels. Working together public libraries and the aging network can devise functional, current, cost-effective I&R services which better meet elders' needs.

MANAGEMENT AND TRAINING TO PROVIDE PUBLIC LIBRARY SERVICE FOR AGING

It is a gross understatement to indicate that there are wide variations in the quantity, quality and content of current public library services for aging. That unevenness is largely the result of management and training issues which have plagued the profession and are not yet satisfactorily resolved.

Administrative Issues in Service Provision

Throughout both the 1961 and 1971 White House Conferences on Aging one of the major needs identified by participant after participant was for information services sufficiently detailed and responsive to furnish a delivery system to assist older adults. The library was never identified as a place from which such service might originate, or as a place from which assistance in design for such a program could be received, or as a place to augment delivery once such a system was implemented. In fact, no role was perceived for libraries in information for older adults (38).

Of course, public library leadership is to blame for such a colossal failure to project the services, resources and professional expertise available in the library. But responsibility rests with more than library leadership alone. Since the last WHCOA, with a new Administration on Aging in place, one would hope that similar lack of recognition would not occur again, if only for cost-efficient reasons. In reality, such a hope is highly questionable. While a good deal of discussion has centered around interagency collaboration and coordinated service

delivery is touted as crucial to the success of aging programs, too little of it is evident in public library programs.

At the close of the 1971 WHCOA a resolution was overwhelmingly approved which could have been highly instrumental in improving library and information services for older adults. It urged that service be strengthened with the help of new legislation. An amendment was added to the Library Services and Construction Act (LSCA) in the form of a new Title IV entitled Older Readers Service. Its purpose was to:

> . . . carry out a program of grants to the States for older readers' services . . . These grants could be used for: the training of librarians to work with the elderly; the conduct of special programs for the elderly; the purchase of special library materials for use by the elderly; and the payment of services for elderly persons who wish to work as assistants on programs for the elderly (38).

To date Title IV has never been funded! Again the reasons for such a dismal failure are far from simplistic, although it is possible to conjecture about some of the causes. The resolution did not come from the library community and there was a lack of commitment to push for appropriations. There seemed to be a lack of comprehension on the part of both librarians and the aging network of the mutual benefits which could result from such funding. The groundwork to do more than create the resolution was not in place. Manifest coalition building must occur on the part of libraries and the aging network at the federal, state and local levels and among the professional organizations involved for success in that corner.

Funding

At the federal level, since the 1971 WHCOA, the Department of Education has made one of its priorities support for public

libraries in providing education, information and recreation through materials and programs for seniors living independently and in institutions. While LSCA, Title I, allocated only 1.3 million dollars from 1967 to 1971 for services to older adults, that amount had increased to the point where, according to the 1981 Bowker Annual, in one fiscal year the total four year amount was nearly surpassed. However, the federal government still supplies less than ten percent of the total funds available to public libraries and less than five to six percent of the total funds expended by public libraries for all special clientele, including the elderly. The Older Americans Act, which provided an additional $300,000 from 1967 to 1971 (38), has more recently focused its efforts on Training and Research through Title IV. That has been at a minimal level as well.

Philanthropic funding for all aging interests has been extremely poor. According to Jack Ossofsky of the National Council on the Aging less than three percent of every philanthropic contribution of ten dollars in 1974 went to aging. He concludes that such funding had hardly increased or improved in 1979. Public library support from philanthropic sources is equally poor, especially relative to programs for aging.

Expenditures of the magnitude described from federal and philanthropic sources are far too little to make any real change. With the prospects for LSCA uncertain, an improving situation could deteriorate dramatically in the coming decade. Because of the fiscal climate of the new era reductions in the level of funding may well be on the way for all human service endeavors. Alterations in the level of service cannot become the reason for

reduction in the quality of service; attention to collaboration is needed as never before. Even with a coordinated effort the time for federal appropriations to back up legislation may well be past.

State Focus

Coalition building and program development for public library service to the aging have not had serious attention at the state level either. In the National Survey state libraries gave the lowest priority for program development to aging services (44). No state library agency has an older adult specialist in its hierarchy, according to the 1979 Directory of State Library Agencies, Special Consultants and Related Organizations, although they have specialists in continuing education, work with the blind and physically handicapped and youth services. Certainly such a consultant is needed to act as a catalyst creating the impetus and advocacy for public libraries to provide staff in services for aging at the local level and to forge a coordinating link with state Divisions on Aging.

Locally, outstanding programs have been mounted through administrative commitment and innovative staffs' tenacity. A growing number have transcended public, professional and governmental apathy. While their efforts are reassuring, the public library still has not lived up to its service potential. Regional aging agencies, too often involved in service provision instead of filling the planner, catalyst, advocate role, have been involved with library services only marginally as well. With no formal structure for service and no state incentive the outlook for continued growth over the long haul is pessimistic.

In the decade of the 1970's, the American Library Association's (ALA) activities in this regard were limited to the publication of two documents. The first was The Library's Responsibility to the Aging, issued in 1971; the second was Guidelines for Library Service to an Aging Population, issued in 1975. Neither can be called a national awareness effort of the magnitude needed to create professional commitment to serving the elderly. The 1978 ALA survey to determine members' future priorities for the professional association, as reported in Library Journal's August publication, showed as important: access to information for all individuals, promotion of legislation and funding from private as well as public sources, intellectual freedom, public awareness of library services and professional development for personnel resources. If ALA developed action plans around each issue which addressed services for aging, the framework for a new direction from the professional association would be in place.

Staffing

While local public libraries have Adult, Young Adult and Children's specialists, services for Older Adults are largely subsumed under other service areas. Currently, a debate is raging on the generalist-specialist issue within the profession at large. Generalists declare the day of the specialist over; they concur in the belief that professionals possessed of a few general skills can transfer those skills from group to group with equanimity.

Specialists believe that their role is too complex to serve more than one constituency. They point out that they are responsible for: (1) keeping current on the demographics, interests and problems of their constituents; (2) functioning as a reliable, active representative to the collaborative network serving that constituency; (3) advocating programs even in times of fiscal struggle; and (4) attracting grants when dollars dry up (61). The resolution of the debate will have important implications for future staffing of older adult services.

The administrative patterns of local service for aging are wide and variant. The National Survey found staffing minimal with administrative responsibility divided between extension and outreach, main and branch personnel. Some large public libraries, single units and systems have consultants, but the twenty public libraries with the largest number of aging in their service area had only slightly more than one-half full time equivalent employee for 10,000 older adults (44).

To develop comprehensive, responsive service programs for the elderly, there is a current need in every public library for a staff member who has had specialist training in that service. A coordinator for services to older adults should be designated in libraries large enough to sustain coordinating positions and in every library where coordinators exist in service to other client groups.

In addition, to overcome the stereotypical attitudes toward elders held by many librarians, according to Ferstl's research (21), all public library staff members should have training in serving the aging. Certainly administrative support is needed for that

development to occur, combined with an ongoing effort on the part of library schools to supply the training. We must increase the number of librarians committed to serving the elders, for Henry Drennan's 1973 comment that the cadre of library leaders is too few to support a continuing interest in the needs of older adults, is just as true in 1981 (38).

Training for Library and Information Professionals

The primary factor in sustained public library services for the aging, research has shown, are well-trained, highly motivated professionals (44). What is the current status of education in library and information services for aging? How have they changed in the past decade?

The National Survey of Library Services to the Aging, the result of planning for the 1971 White House Conference on Aging, provides information on the scope and extent of library education for aging at that time.

The completed study found few formal training opportunities had been conducted to prepare or stimulate librarians to serve the aging. Some training efforts were made at universities, among state library agencies and at a few public libraries. Most formal training had been accomplished in short seminars at universities. Although thirty-nine of forty-three graduate library schools in the United States responded to the survey questionnaire, none of them offered a course dealing exclusively with library service to the aging. Twenty schools cited a total of thirty-six courses which mentioned the topic, however, most of which were either general, introductory courses in librarianship or courses concerned with serving minority or disadvantaged groups (44). Although

there has been no national inventory comparable to that of 1971, the literature reports numerous innovative changes in professional library education for aging in the past decade.

Education in Graduate Library Schools

In 1973, two library schools, North Texas State and Wayne State Universities, began conducting programs at the preservice level combining library science degrees with social science courses in gerontology, leading to the master's degree in library science with a specialty in serving the aging. Fellowships were offered at each of the schools for degree candidates funded by grants available under the Older Americans Act (38).

The University of Wisconsin-Madison Library school and the Faye McBeath Institute on Adult and Aging Life had begun a twelve-month post-service or sixth year of study in Library Service to Aging also with grants under the Older Americans Act by 1975. Fellowships for full-time Specialist study and funding of new courses in media and library services for aging were made possible during the period 1975 to 1979. The twenty-four credit specialist program included two new courses, developed by Margaret Monroe. The Role of Reading and Media in Adult Life and Aging focused on a wide range of media and their uses and included field trips and the exploration of media in therapeutic situations.[1]

Syracuse University's School of Information Studies began working with the All-University Gerontology Center in the mid-seventies as well. By 1977, the School had received two research

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[1]Information for this review was gathered from interviews with the program initiators and perusal of internal university documents and reports.

contracts to initiate and implement gerontological and health information systems. Marta Dosa, director of the research program, had also developed courses on Information Sources in Gerontology where the emphasis was on information for service providers and specialist work was being offered.[1]

The final graduate school offering a comprehensive program in library and information services for the aging entered the arena in 1977. Rutgers University's Graduate School of Library and Information Studies became part of the multidisciplinary program in gerontology emanating from the University's Institute on Aging. With a grant from the Administration on Aging, Professional Development Studies at first initiated a survey course heavily based in gerontology. A Sixth Year Certificate in Library and Information Services to Older Adults with three new courses was added in 1979 as an outgrowth of GSLIS' experience in offering the single course which gave a basic understanding of library services for older adults. It could not compress into one semester's work the full range of specialized skills required.[1]

The program currently is comprehensive and operates on the master's, continuing education and specialist levels. Students participate by: (1) pursuing one or more courses as part of their master's curriculum; (2) pursuing one or more courses related to their professional needs and interests in library and information services or in an allied profession serving older adults; (3) successful completion of 24 hours of study leading to the

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[1]Information for this review was gathered from interviews with the program initiators and perusal of internal university documents and reports.

specialist certificate. The specialty requires basic courses in gerontology, a doctoral seminar in research methods, multi-disciplinary electives, independent study and field practicum.

Tuition support is available for students enrolling in the new courses in library and information services, developed and taught by Betty Turock. The beginning course in the curriculum is Program Planning and Evaluation which concentrates on community and marketing analysis techniques and human resource networking. Next, Information Sources in Aging focuses on specialized resources, information systems and data bases in the field of aging. Service Programs and Delivery Systems, the final of the three courses, is designed to develop implementation skills. It surveys service alternatives and media, and includes an individualized field experience with a practicing expert in a selected service area, such as Information and Referral and Oral History.

At the beginning of the eighties, then, the library schools at North Texas University, Wayne State University, the University of Wisconsin-Madison, Syracuse University and Rutgers University are offering courses in library and information services for older adults--five more than were in existence ten years ago. One of them is currently operating a comprehensive program at the master's, specialist and continuing education level. Finally, the Catholic University of America School of Library and Information Science in Washington, D.C., recently initiated a program of educational importance for those in aging. For the 1981-82 academic year the school made a number of fellowships available to students pursuing a Master of science in Library Science degree with a concentration in service to the handicapped. The fellowships provide tuition and allowances for participants (9).

Some important elements are apparent among the programs:

1. They are interdisciplinary, requiring work in gerontology as a basis for preparation to serve the elderly.

2. They provided preparation for direct service and research in service to the elderly themselves and also to their service providers.

3. They had the intense commitment of at least one faculty person who spearheaded the program through its formative stages.

4. They were initiated through federal funding available from the Administration on Aging under the Older Americans Act, Title IV, Training and Research, and had stipends, fellowships or tuition support available for students. Funding is especially crucial as tuition increases everywhere and students are caught in the fiscal pinch.

5. They attracted students from professions and disciplines outside library service as well as within; the common ingredient was a need for skill in information handling.

6. They ultimately developed distinctly different specialties which means that each has created its own professional market.

7. They operate at several different levels from offering one course in the preservice program to a comprehensive curriculum with courses and workshops in the master's, post-master's and continuing education programs.

Continuing Education

Responsibility for inservice professional education is divided among professional library associations, graduate library schools, state library agencies, and large public library systems. Over the last decade the members of the American Library Association (ALA) have provided substantial leadership in ongoing education along with several other professional associations. At ALA national conferences in the first two years of the new decade alone, professional involvement in services for the elderly was very evident in three major programs. In 1981 a two-day Pre-Conference Institute sponsored by Library Services to the Impaired Elderly

Section (LSIES) devoted itself to "New Wrinkles on Aging: Cost Effective Programming for Elders." At the 1980 annual meeting Maggie Kuhn was a major guest speaker for ASCLA's LSIES--her topic: "Coming of Age in the Public Library." The Library Service to an Aging Population Committee sponsored an all day media preview session, "Aging: Images and Perspectives" (3). During its 1980 Conference the Special Library Association as well reflected an emphasis in serving older Americans through the programs: Older Population--Sources of Demographic Information, On-line Searching in Aging and Selection/Acquisition of Materials for Gerontology Collections (50).

In the year and one-half since 1980 there has been activity at graduate library schools in short courses and institutes. Rutgers GSLIS held an Institute on Library and Information Services for Older Adults in cooperation with the New Jersey State Library and the New Jersey Library Association. This marks their fourth such cooperative institute in the last decade. Columbia University's School of Library Service has sponsored two relevant workshops. For the first the SLS combined with the School of Social Work to offer a workshop in Information Delivery to Home Care Patients, which emphasized Information and Referral Services and coordinated service delivery.[1] The second was an Institute on Bibliotherapy with Rhea Rubin as the major resource.[1]

In related areas, the University of Pittsburgh's Graduate School of Library and Information Sciences, in Winter 1978,

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[1]Information for this review was gathered from interviews with the program initiators and perusal of internal university documents and reports.

sponsored a three-week institute attended by 25 librarians on Career Collection Development and Counseling. It was designed to develop basic skills for making career information available to clients, to make explicit the role of library information professionals in accomplishing the task and to provide skills necessary to developing career resource centers. Finally, a symposium on educating librarians and information specialists to provide services to blind and physically handicapped individuals was held in San Francisco in July 1981. It initiated planning for library education in rehabilitation for the future (51).

Approximately 250 librarians attended the programs cited. By contrast the National Survey was able to identify only five short training courses conducted by library schools, attended by 100 public librarians prior to the study (44).

At the state library level, besides New Jersey, at least two agencies, those in Massachusetts and Kansas, conducted workshops and offered LSCA incentive grants in the seventies. A three-day institute held at the Kansas State Library under Title I, LSCA, may be typical of the state training institutes. Participants were introduced to the major insights of social gerontology--demographics, needs, public library response and how Kansas librarians might plan together to better serve the aged. The focus was on concrete, immediate and long-range planning; in particular at preparing libraries to apply for grants available from the State under Title I, LSCA (38).

The National Survey discovered that "few public libraries train their staff for working with the aging." The forty-seven public libraries which offered such training represent 20% of the

public libraries which reported service to the aging (44). There is no reason to doubt that situation still exists. Exemplary among public library inservice training is that conducted by the Monroe County Library System for its members. The System has one of the most outstanding and comprehensive services to the aging in the United States under the direction of Katherine Adams.

Professional Education for Competent Practice

In a time of diminished resources it is difficult for a new specialty to take its place in a service institution. The growing professional frenzy to replace all specialists with generalists is seen as cost-cutting (61). Education for service to older adults needs to be based realistically on the current professional milieu; it must create the competencies needed to operate in that milieu. As such, management skills rank as important as skills with resources and services. Specialists in library and information services for the elderly must have the leadership necessary to make the case for their constituents. They need to know how to take constructive action to plan for change. To define the older adult population in their service community they must have the skills of community survey at their command; to define the interests of the diverse individuals in the elderly group, they need the skills of market segmentation. But beyond that the intricacies of collaborative planning and coordinated service delivery demand skills not previously taught. They include group dynamics and small group processes. Locating the human resource network for older adults is only the first step in providing better services. Becoming an accepted part of it is vital.

To initiate services for older adults the librarian must have implementation skills in a wide range of services for individuals and groups. With diverse elderly clients the ability to respond to the needs and demands can't rest on limited knowledge. The ability to initiate Information and Referral, both manual and online, is crucial. It is the underpinning to a broad range of information services in education, career and survival areas. Skill in building media collections, on a limited budget suitable to support the older adults' life tasks, will be equally vital, as will those in specialized areas like genealogy and family history. Knowing how to enter the lifelong learning network--as broker or direct provider, for example--requires at least knowing the options open! So that services to the majority of elderly can take their rightful place alongside those better developed ones for the impaired and institutionalized, skills in oral history and group programming are imperative. At the same time knowing how to serve those with special needs and those from diverse ethnic heritages requires special knowledge of its own.

Of course, the provision of information for aging, accurate and authoritative, continues in import. A new emphasis is needed on providing such information not only to the elderly, but also to those who serve them. Librarians as information professionals concerned with competent practice will find it imperative to know the characteristics of the information base of gerontology; how to select and use online, print, nonprint and human resources to gather and provide needed information; the information seeking patterns of elders and their service providers; the political role of information. A knowledge of sources in gerontology: Journals,

indexes, abstracts, newsletters, government documents, current awareness services and commercially available data bases help in providing the right information at the right time in the right format. Perhaps most important will be learning how to repackage information so that it can be used with speed and ease.

In summary, the purpose of such an educational program is to prepare leadership personnel committed to more responsive services for older adults. Overlaying the package is an attention to communication and computer technology--not as a replacement for human contact but to enhance it. If more complete information is available via online searches, the skills need to be there to pick out the one most relevant and to be able to use it. If libraries can participate in lifelong learning networks via video, interactive or otherwise, librarians need to have the skills to participate. But, even more important is the ability to communicate person to person with older adults themselves. Librarians need to know more about the value systems spawned by early growth and development in an era different from their own. They need to know what barriers exist to information communication and utilization for older adults and use the best available methods at their command to overcome them. Classroom simulation, field experience and internships are imperative to develop skills after learning about them takes place.

Too often the education of librarians and information specialists who serve older adults has been perceived as adding concepts of gerontology to a traditional skills package which in the eighties will be useless in a traditional library setting; for those attempting to initiate a new, vital area of service such education would be disastrous.

To whom should education on serving older adults be offered and how? It would seem that all students entering master's programs in library and information services should have an opportunity to learn the basic insights of gerontology--who the aged are, what special needs they have and what libraries are doing to meet these needs. For those studying to become public librarians at least one course in serving the older adults should be definitely encouraged, if not mandated; for specialists preparing to make a major effort in serving older adults, a series of courses is essential. Continuing education must be provided in institutes, workshops and seminars for public librarians from a network involving library schools, state library agencies, and experienced professionals in the field. While education at the master's level should be multidisciplinary, at the continuing level it must also be open to those from other professions who have a stake in information services for elderly. Education for library and information service to the aging at all levels remains deficient; library schools and state library agencies must be held responsible for that situation.

MANAGEMENT AND TRAINING

Summary and Conclusions

Among the major reasons the public library has not lived up to its potential for service to older adults are several recurring management and training issues which remain unresolved. Public library leadership has failed to project the services, resources and professional expertise available in the public library. The aging network, on its part, has overlooked or ignored the potential

contribution public libraries can make to the services they initiate for elders.

One colossal failure attributable to the lack of manifest coalition building is evident in the fact that the Title IV Older Readers Service amendment to the Library Services and Construction Act (LSCA) has never been funded. The amendment, which was the result of a resolution passed at the 1971 WHCOA, provides a legislative framework which, if funded, could continue to encourage the dramatic growth and development of public library services for aging which have emerged over the past decade.

Through Title I, LSCA, which supplied $1.1 million in fiscal year 1979 to reach an estimated 2.2 million persons over 65, has been the primary funding source for innovative public library programs for the elderly (53). In many states it is evident that if federal funds were not available, there would be no programs whatsoever for the aging and no demonstration sites, only static or moribund service. Authorization of LSCA terminates in 1981. Hopefully when renewed it will be through improved legislation that purposefully benefits older adults.

Philanthropic funding for public library programs for aging has been extremely poor. The Older Americans Act has provided minimal monies for public library services, although support for training of professional librarians and information specialists has begun to show results.

Expenditures from all sources on public library programs have been far too limited to make any real difference. With prospects for LSCA uncertain, a poor but improving situation could deteriorate dramatically in the coming decade. Because of the fiscal climate

of the new era changes in funding may be on the horizon for all human services. Attention to collaboration and coalition building at the state, federal and local levels is imperative.

The primary factor in sustained library services for the aging, research has shown, are highly motivated, well-trained professional staff. The cadre of library leaders committed to improved services for elders remains too small to support a continuing effort. A recent survey of the membership of the American Library Association is not encouraging. It showed that interest in all social issues is waning, except for service to the handicapped. To counteract that disturbing trend, the ALA, which has provided limited leadership in aging in the past, should create a national awareness effort of the first magnitude to inform librarians of the need for library and information services for aging and to recruit new stalwarts to the effort.

Leadership personnel is needed at all levels. Consultants should be placed at the state level where they should be charged to act as catalysts for wide ranging program development. State libraries, also suffering financial cuts, can consolidate old positions to focus on service for aging, if they can't create new ones.

Large public libraries and systems need coordinative positions, as well, to bring services now scattered and uncoordinated in many locations and task groups into a cohesive administrative unit. Such a reorganization would result in greater political viability as well. For added person power for developmental efforts public libraries should continue to seek out older adults to assist in planning services for their peers and as resources for employment or as volunteer workers. In every library where coordinators are employed to serve other client groups, there should be someone

assigned to elder services.

Since all public library staff members serve older adults, they should all have some training to serve them. Activity in the education and training of librarians in service for aging has shown progress in the past ten years. At the beginning of the eighties the library schools at North Texas University, Wayne State University, the University of Wisconsin-Madison, Syracuse University and Rutgers University are offering educational programs in library and information services for elders--five more than were in existence ten years ago. Rutgers is currently operating a comprehensive program at the master's, specialist and continuing education levels.

All five were initiated through federal funding available from the Administration on Aging under the Older Americans Act, Title IV, Training and Research. All are interdisciplinary, requiring work in gerontology as a basis for preparation to serve the elderly. They attract students from professions and disciplines outside library service; the common denominator is a need for skill in information handling.

The programs have several running threads. They emphasize:

> Tying knowledge of gerontology closely to concepts of service;
>
> Impacting practice through the translation of relevant theory and research into field action, particularly as it relates to eradicating stereotypes and assumptions that impede effective service;
>
> Encouraging and developing creative, flexible attitudes in service planning and performance.

Some of the educational programs are designed to ensure that those providing service are competent to design, implement, manage and consult on services and sources for aging. They concentrate on developing skills in:

1. Online and traditional sources of information about and for the aging, how to select and use them.

2. Program planning and evaluation techniques necessary to institute an effective array of services.

3. Implementing a wide range of services specifically geared to meet the library and information needs of older adults.

4. Serving special elderly populations, including ethnic groups and the impaired.

In a time of diminished resources it is difficult for a new specialty to gain ground. Professional training needs broadening from its current base, if it is to educate specialists competent to operate in today's public library milieu. As such, management skills rank as important as skills with resources and program design and implementation. But of greater import, more graduate programs should offer training in service for aging. Current educational opportunities remain deficient; library schools and state agencies must be held accountable for that situation.

FOR THE FUTURE

To develop effective long range plans for library and information services for aging in the eighties, it is necessary to have a clear picture of where we are currently. Data compiled for the 1971 WHCOA are now out of date and useless for authoritative comparisons. The National Survey of Library Services to the Aging should be repeated with modifications to collect information on the new service thrusts which have grown up. The importance of such evaluative data cannot be minimized in making the case for fiscal support in the turbulent economic times ahead.

Coalition building at the national, state and local level is essential if public libraries are to continue to receive the funding they need to supply responsive service to elders. The Library Services and Construction Act (LSCA) supplies the major impetus for innovative services, research, development and demonstration. Funding tied to LSCA, Title IV, the Older Readers Act, or another appropriate mandate, would make that legislation more than a paper victory. In fact, the Older Readers Act could provide the continuing stimulus in services for aging which will be crucial in the next decade. Perhaps the focus of coalition building will need to be directed at the state in the future. If the highly discussed shift from a program of federal grants and funding is made to the state level, coalitions will need comprehensive plans ready to make optimum use of that shift. To be fiscally spare and at the same time effective, those plans will have to be directed toward coordinated service delivery.

Services offered from the public library in the next decade should focus on using the resources of older adults, not on the problems of aging: Elders can be incorporated more and more into planning groups, recruited as volunteers and added to the work force. In fact, guidelines should be developed for recruiting, utilizing and training older adult paraprofessionals and volunteers to work with their peers and other public library clients. Such guidelines might grow out of a survey of present practices.

A major effort needs to be directed at matching the strength of services for the institutionalized and homebound with programs for the mobile, healthy elder. Incentives, which have emphasized the former in the past, are now needed for the latter to develop as they should. Access--in location, convenience, absence of physical, psychological and social barriers--does deserve continuing accentuation, however. For the future career and employment information services are worth a wider geographic girth than New York State where they originated. The contribution public libraries can make to I&R should get the attention it deserves from the aging network and from the profession as well.

To better serve elders in the future will require greater knowledge of and skill in using new computer and communications technologies to disseminate information and learning activities on a broader scale. Research and development is essential to define the appropriate public library roles in such service provision. Public libraries can offer viable programs for service providers who are keeping up with change in their fields to give more effective service to elders. Dosa at Syracuse and the Dallas Public Library's SIS Project have created models for that development.

Important parts of the activity were repackaging information in a format that allows for rapid scanning combined with well developed dissemination and delivery. Federal financing backed the projects. It's time to fund a similar demonstration to develop multiagency fiscal support for similar service.

To add momentum to services for aging in the eighties the American Library Association might make its most viable contribution to date by directing a national campaign on aging awareness to emanate from the local public library. Such a program could address the issues surrounding agism in print and nonprint media.

Since the importance of well trained staff able to assume leadership roles will be another primary factor in sustaining library services for aging, current professional leaders must recruit a larger number of librarians committed to serving elders. Any decrease in attention to professional education could be catastrophic at this juncture as well. The following recommendations are made for the education of library and information specialists competent to operate in the eighties:

1. At least one institute should be held to prepare library educators in graduate library schools to teach services to the aging at preservice and continuing education levels.

2. Graduate library schools, in cooperation with the Office of Libraries and Learning Technologies, U.S. Department of Education, should offer many short (five day, for example) institutes in all geographical regions to prepare trainers of trainers, those employed in state library agencies and large public library systems.

3. A few additional graduate library schools should offer joint library science-gerontology programs at the master's and post-master's level. Since none exist in the West and Southeast at this time, they are logical sites.

4. Graduate library schools should combine efforts with public libraries to provide onsite training in services for aging.

5. State library agencies, in cooperation with library schools, should take the initiative in offering continuing education to public librarians in each state. Such opportunities should include a mandate to seek out information specialists outside public librarians and in allied professions that provide information services to the elderly and include them in the educational experience.

6. Content of professional preparation for public library service should be geared to providing the skills needed to serve elders themselves and also those who serve elders. It should include: development of management skills in community and market analysis; human resource networking, citizen participation, funding through grantsmanship; development of implementation skills in service design and provision; development of knowledge about gerontological information sources. Overriding all should be a firm base in group process, communications technology and human communication.

7. A national survey should be undertaken to determine the location and number of information specialists serving older adults currently, both within and outside public libraries, to determine the skills they now possess and those they need to serve as the basis for a model for education in the future.

In the past decade public libraries have been increasingly cognizant of their role in the provision of education, information and recreation for elders. By planning programs with older adults; working closely with other organizations serving elders to coordinate services and their delivery; developing professional training to supply service responsive to their needs; initiating services for those who work with elders and, most importantly, dispelling the myths of aging to all sectors of the community (12), public libraries will continue to play a viable role in the life of the aging.

It will take a continuing resolve on the part of older adults and all professionals who serve them not only to change society's perspective to appreciate and utilize the resources of older adults, but also to change the perspective of those older adults themselves for whom society's current perspective has become a self-fulfilling

prophecy. For the human condition allows us to move to what is expected. What is expected can become what we believe we are, which can affect what we are able to do. In the past too little attention has been paid to the ways in which older adults serve as valuable resources in our society. That must be the emphasis of the eighties for public libraries if they are to continue to furnish the services elders deserve.

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